

Pupil premium strategy statement: Lanesfield Primary School

Summary information					
School	Lanesfield Primary School			Pupil Premium Grant £147,840.00	
Academic Year	2020-21	Date of most recent PP review		Total number of pupils	112
Percentage of pupils eligible for PP	32%			Date for next internal review of this strategy	January 2021

Current attainment at KS2 (2019)		
	Pupils eligible for PP (NPPS)	Pupils not eligible for PP (national average)
% achieving expected standard in reading, writing and maths	67% (14%)	87% (9%)
% achieving expected standard in reading	78% (39%)	90% (45%)
% achieving expected standard in writing	61% (22%)	79% (14%)
% achieving expected standard in maths	67% (39%)	90% (55%)
% achieving expected standard in grammar, punctuation and spelling	72% (61%)	90% (76%)
% achieving expected standard in science	71%	81%
Current attainment at KS1 (2019)		
% achieving expected standard in reading	81%	91%
% achieving expected standard in writing	67%	69%
% achieving expected standard in maths	73%	70%
% achieving expected standard in science	83%	86%
% achieving expected standard in Year 1 phonics screening	92%	72%

Barriers to future attainment (for pupils eligible for PP, including high ability)

At Lanesfield we have this year worked hard to develop a Pupil premium strategy that will be sustainable for a longer period of time. By carrying out our own research and using evidence from Education Endowment Foundation (EEF) we have been able to identify key areas to support our pupils that will have a lasting impact on their education and be able to be implemented both at home and in school.

Through internal and external research we have identified a pattern to lower achievement for our disadvantaged pupils. Most predominately these patterns evolve around reading, attendance, cultural development, engagement and motivation on a day-to-day basis, and a lack of aspirations; this is both from pupils and parents.

In addition, we recognise the impact a changing workforce can have. Sustaining an effective and excellent teaching profile has to be part of our strategy because obviously this is one of the most important levers that enables us to improve the outcomes for disadvantaged pupils.

It would be wrong to identify these barriers to all of our disadvantaged children however, it is important to note that these are common barriers and that by addressing these areas along with recognising the evidence in the EEF and forming an evidence based approach to our pupil premium strategy will result in positive outcomes and increased opportunities for all our disadvantaged pupils..

Barriers to learning and common concerns for disadvantaged children at Lanesfield based on internal and external research.

Children enter Lanesfield below national expectations for communication and language skills in nursery and reception historically progress has been slower in these areas.

Children have less opportunities to widen cultural capital outside of school as many children have limited opportunities to broaden life experiences and develop personal interests.

Attendance rates for disadvantaged pupils are lower, this is cohort dependent but a common issue in the majority of year groups.

Disadvantaged progress in all areas is slower than others, most recent statutory data highlights maths as widest divide in key stage 2. Additionally it highlights that divide widens in key stage 2

Lack of reading support from home environment for disadvantaged group.

Teaching profile has been fluid over the last three years with at least three changes per year.

Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A	Improve communication and language skills for disadvantaged pupils in nursery and reception class	Pupils make rapid progress in this area and at least meet national expectations. EYFS Data
B	Widen vocabulary understanding throughout key stage 1 and 2	All children will have an increased understanding of a wider range of words and apply these within everyday learning. Spelling lessons are clearly taught using research based methods delivery though effective pedagogy
C	Disadvantaged pupils engage with all elements of the curriculum including offsite visits.	Curriculum design offers a wide range of opportunities to develop cultural capital at Lanesfield. IT is used to ensure a wider range of virtual experiences can be weaved on a day-to-day basis. Brilliant club tuition established in year 5 and 6
D	Attendance improves for disadvantage pupils with a significant drop in the amount of PA children also being from disadvantaged background.	Attendance rates improve in all year groups Attendance for disadvantage years groups rise by 2 %
E	Reading progress is on a level with other pupils in school.	Established reading intervention supports accelerated progress and has an impact on writing attainment.
F	Reading in the home environment is improved and can be measured by use of new reading app.	Reading app embedded in all key stage 1 and 2 year groups.
G	Teaching profile highlights quality first teaching as a strength and teaching profile with at least 90% good or better.	DHT works with all new to Lanesfield staff as a result new staff are clearly established by end of first term. DHT mentors NQT staff throughout the year NQTs have access to two development programs in a bid to use best practice and access outstanding CPD.
H	Teacher training is based around the development of whole school curriculum.	Chris Quigley curriculum training completed as a whole staff Purchase the CQ resources to support curriculum development. Lanesfield curriculum is established and developed in line with training and to support use of the milestones to support assessment and progression.
I	Mastery maths is established across all phases	Disadvantaged pupils in key stage 1 achieve at the same level as other pupils NCTEM is the driver for maths planning supported by power maths program.

1. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school targets.

I. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Teaching profile highlights consistently good teaching over time 90% good or better.	DHT use of support time for NQT's.	Quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The EEF guide identifies this as a substantive area of impact for disadvantaged pupils.	Non- class based DHT Dedicated in class support time.	JS	Half termly through HT meetings and feedback from Mentor fortnightly meetings and during school learning walks
Teaching profile highlights consistently good teaching over time 90% good or better. £12,500	DHT support NTL and	Quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The EEF guide identifies this as a substantive area of impact for disadvantaged pupils.	Non-class based DHT Dedicated in class support time.	JS	Half termly through HT meetings and feedback from Mentor fortnightly meetings and during school learning walks
To develop the curriculum with a clear level of progression and development using the Chris Quigley milestones £2,485	Curriculum development CPD CPD training focussed on curriculum development and use of Chris Quigley milestones	To enhance the cultural capital of Lanesfield and ensure this is at the heart of the curriculum so that we are able to provide pupils with a varied and broad curriculum offer that prepares them for the world. Recognising the importance of cultural capital and widely accepted view that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society.	Researched and trialled some of the curriculum companion materials 2019-20. The program of development includes: SLT day – ensuring clarity of vision Teachers – whole training day develop a bespoke use of materials that complement our curriculum. Subject leaders to have 1:1 support to develop and lead impact in their area.	ZR	Govs Curriculum meetings School monitoring process.

Implement 1:1 I pads throughout key stage 2 starting from September £12,000	Develop the use of ICT within the curriculum by using 1:1 I pads	This will support the development of the curriculum through access to virtual resources. It will ensure all IT based resources can be used on a regular basis. It will allow the whole class to have access to a wider technological world that may not be available in the home environment. Additionally this creates an opportunity to consider I pad use in the home environment should lockdown locally or nationally occur again.	Through 2019-20 school have developed digital leaders and trialled this way of working. Using the outcomes of this and building in a continued training package we will continue to train new staff in the use of I pads and I pads pros for classroom use.	SD	School monitoring process Curriculum governor meeting and learning walks
Total budgeted cost					£26,985

II. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Improved reading outcomes for the lowest attaining year 1 pupils. Cost £30,000 80% of salary Cost of annual training £1,140.00	Reading recovery teacher to work in year 1. Reading Recovery is a literacy programme designed for the lowest achieving children aged around six that enables them to	'Early intervention: The Next Steps' (HM Government, 2011). Reading Recovery is cited as one of 19 effective early interventions to reach the reports quality threshold, and the only one for school level literacy. Reading Recovery is different for every child, starting from what the child knows and what he/she needs to learn next. The focus of each lesson is to comprehend messages in reading and construct	Reading recovery is supported through ongoing training that takes place on an annual basis. RR teacher takes part in lesson observation in school and as part of a working group where practice is constantly evaluated and developed. Additionally as part of school's calendar of monitoring through learning walks	EJ	Program evaluated at end of each 20 week program. Reviewed within school monitoring program. Data analysis as each cohort

	reach age-expected levels within 20 weeks. It involves a short series of daily one-to-one lessons for 30 minutes with a specially trained teacher.	messages in writing, learning how to use letter and word detail fluently without losing focus on meaning and comprehension			completes program.
To create a phased approach to reading intervention so that each phase has the capacity too support under achieving pupils. As a direct result progress will be accelerated and 1:1 reading opportunities increased. Cost £27,850	BRP reading intervention Three learning support staff to delivery BRP intention program	Boostingreading@primary is proven, good practice intervention. Each year pupils consistently make accelerated gains over four times the expected rate of progress. In 2014, research highlights Reading Age gains of over 14 months over the 10 week period of intervention	Each phase has a BRP intervention learning support. The phase leader and BRP lead will manage the timetable of interventions. This is a reviewed for half termly.	PL + EJ	3 weekly meetings with BRP lead for autumn term followed by termly meets. HT meeting half termly. Linked to school monitoring cycle.
Improve the communication and language development for nursery and reception children so that we reach national results. £14,000	Additional learning support in EYFS To reduce the staff ration for nursery children from 1:13 to 1:10 and support additional opportunities for communication and language.	Increased opportunity for teacher pupil interaction within the unit along with scaffolding opportunities for teacher pupil. Increased capacity for intervention support within EYFS unit. EEF notes, "Disadvantaged children benefit from high quality programmes, especially where these include a mixture of children from different social backgrounds and a strong educational component."	By ensuring the staffing numbers are constant this has been achieved by appointing an apprentice who will be based in nursery class and also increasing teacher pupil ratio as 2020-2021 will have two fulltime and one part time teacher.	AH	HT meeting half-termly. Linked monitoring cycle.

<p>Develop a love of reading and an engagement with books. Enhanced self-esteem and personal development.</p> <p>£2,000</p>	<p>Beanstalk to achieve to continue to work with 3 adults</p>	<p>Coram Beanstalk recruits, trains and supports volunteers to provide one-to-one literacy support in early years settings and primary schools to children who have fallen behind with their reading.</p> <p>Coram Beanstalk's volunteers transform the lives of the children they support, turning them into confident, passionate and able readers.</p>	<p>Monitored by Subject leaders for English.</p> <p>Feedback from children</p>	<p>FS + JS</p>	<p>Reviewed termly English leads and HT Linked monitoring cycle.</p>
<p>Total budgeted cost</p>					<p>£74,990</p>

III. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<p>Increased participation in wider opportunities including off-site visits and afterschool clubs</p> <p>£7,500</p>	<p>School currently lease two minibuses so that off-site visit costs are minimum</p>	<p>Highlighted by OFSTED cultural capital has greatest impact on pupils long term.</p> <p>Bourdieu (1986) emphasised that cultural capital is intrinsically linked to economic and social capital. Access to economic and social capital allows greater access to cultural capital and he (1973) observed that, as a side effect, cultural capital is often linked to social class and as a result reinforces social divisions, hierarchies of power and inequality within society.</p>	<p>Minibus will be used for all off-site visits and as a way of accessing shorter off-site visits to the local area: Art Galleries, Libraries, etc</p> <p>One of the minibuses will also be used as transport to and from school.</p>	<p>PL - ZR</p>	<p>Annually reviewed by SCM + KH to identify costs saved through own minibus. Termly for curriculum impact by subject leaders.</p>
<p>All pupils will access offsite visits - Specific funding used to reduce the cost of school trips for pupil premium.</p> <p>£6,000</p>	<p>All school visits are subsidised but in 2019-2020 school introduced a two-tiered approach so that children who qualify for PP will have a further reduction.</p>	<p>As above</p> <p>Enriched curriculum opportunities.</p>	<p>This is monitored and tracked through finance. Additionally as Curriculum lead all visits go through a request process where they are evaluated to ensure they are fit for purpose and support curriculum development and cultural capital at Lanesfield.</p>	<p>ZR</p>	<p>Termly reviewed and as part of budget monitoring in FGP. Offsite visits evaluated following visit for curriculum impact</p>
<p>Increased attendance for the disadvantaged pupils. So that overall attendance at Lanesfield meets national expectations.</p> <p>£4500</p>	<p>Purchase a high quality attendance support officer to carry out home visits, monitor patterns and work alongside the DHT to lower the amount of Disadvantaged pupils who are classed as persistent absentees</p>	<p>Persistent absence is still a concern and the impact has not been significant with this role, Key change would focus the work on attendance and parental engagement.</p>	<p>DHT, DM and attendance officer to work as a team with focussed monthly meeting to carry out first day absent calls, carry out home visits, prepare reports and identify patterns of absence that need local authority actions.</p> <p>See transport Minibus</p>	<p>SD</p>	<p>Half Termly reviews Termly report meeting focus on data around in school attendance. meeting</p>

					Curriculum governor meeting
<p>Increased participation in wider opportunities including off-site visits and afterschool clubs</p> <p>£3,000</p>	<p>To provide an additional drama club for both key stage 1 and 2 based around musical theatre</p>	<p>Highlighted by OFSTED cultural capital has greatest impact on pupils long term.</p> <p>Bourdieu (1986) emphasised that cultural capital is intrinsically linked to economic and social capital. Access to economic and social capital allows greater access to cultural capital and he (1973) observed that, as a side effect, cultural capital is often linked to social class and as a result reinforces social divisions, hierarchies of power and inequality within society.</p>	<p>The club has been running for the last 18 months and we have been very happy with the service and the level of delivery from staff.</p> <p>We have purchased again with the understanding the trainer will remain the same.</p> <p>HT attends all afterschool performances and uses pupil voice to gather feedback regarding the view from parents and pupils.</p>		<p>Termly, following implementation of each 8 week club.</p>
<p>Pupils have the opportunity to develop leadership skills through Curriculum enrichment opportunities.</p> <p>£3,435</p>	<p>To purchase the wider learning 'Gold' package.</p> <ul style="list-style-type: none"> Year 4 Wise-up program <p>This is a whole class program for pupils to learn about keeping themselves safe, they learn about safe and positive relationships, who trusted adults are and how to discuss feelings and emotions.</p> <ul style="list-style-type: none"> Year 4 Digital ambassadors <p>Initial one day training sessions for 12 pupils focussing on online safety, this is developed further through 2 further training days throughout the year.</p> <ul style="list-style-type: none"> Year 5 steps program <p>An intensive 2-day peer support and peer mentor programme for 12 pupils. It</p>	<p>EEF note the importance of developing 'Character', as a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'.</p> <p>They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations.</p> <p>There is growing evidence that these skills are important to children's later outcomes.</p> <p>The Wider learning package creates opportunities for children to develop</p>	<p>Termly meet with subject leader responsible.</p>	<p>Subject leaders</p> <p>ZR</p>	<p>Termly, following implementation of each programme and as part of monitoring program to identify curriculum impact.</p>

	<p>safely supports the pupils to support peers and develop roles and responsibilities.</p> <ul style="list-style-type: none"> Year 6 Xplore program <p>Xplore is a practical programme to develop activity leadership skills combined with an introduction to resilience, mentoring and mediation skills. Closely linked to PE agenda. This supports the training of our sports leaders.</p>	<p>this skills and identify a 'job role' which relates to our vision where world of work is developed through the Lanesfield Curriculum.</p>			
<p>To ensure all children have the uniform and PE kit they need to feel belonging to Lanesfield</p> <p>£500.00</p>	<p>Where needed school will support pupils with uniform and P.E kit to ensure lessons are not missed. Use donated and lost property stock also.</p>	<p>Parents who have received support have expressed how this has supported them to motivate pupils for school and it has had small gains in attendance also.</p>	<p>Monitored by finance team which did result in a reduction as small pockets of parents used the support.</p>	SCM	<p>Termly and during monitoring of budget.</p>
<p>To ensure all pupils have the opportunity of arriving at school prior to school start at 8:40 and have breakfast, meet with friends and engage with school.</p> <p>Support parents to return to the workforce.</p> <p>£3,000</p>	<p>As a school we run a free 'toast' club where children can come into school prior to the school day at 8.15am, to meet friends, have breakfast and get ready for the school day.</p>	<p>Historically we have had problems with disadvantaged pupils arriving late to class and persistent absenteeism. As a result, they find it hard to settle and have shared they do not like coming into class late.</p> <p>At times this has resulted in challenging behaviour which upsets the child and the class cohort. Research has shown that nearly a third (32%) of children in the UK regularly miss breakfast before school and this affects concentration and energy levels.</p> <p>Research from magic breakfast highlights – "Pupils tell us that they come to school on time to get their free breakfast and that without</p>	<p>Staffed by learning support and supported by non-class based teacher.</p> <p>Parent questionnaires highlight this as a key feature that helps pupils settle to learning in a morning especially as breakfast is available which helps the morning routine.</p>	ZR	<p>Termly regarding implementation.</p> <p>During budget monitoring.</p>

		<p>Magic Breakfast they would have nothing to eat in the morning.”</p> <p>“Magic breakfast research shows that 93% of schools see an increase in concentration and energy amongst children attending our breakfast clubs.</p> <p>EEF are currently carrying out an independent study on the impact providing breakfast and opening early to pupils has – results out 2021.</p>			
<p>To offer bespoke counselling support for pupils returning to school as and when needed.</p> <p>Cost as available but will be based on needs in school</p>	<p>To be able to offer in school counselling & therapy services</p> <ul style="list-style-type: none"> - internet/social media awareness workshops - parental support programmes <p>This area has not been costed by is one we have used in the past and with the impact of covid may be one we need to consider for next term.</p> <p>To work closely with Behaviour and support team to support pupils in school as identified.</p>	<p>Founded in 2001 in Wolverhampton by Lisa Potts, Believe to Achieve is an engaging and creative charity working with children and young people aged 5yrs - 25yrs.</p> <p>We work holistically to enhance self-esteem, personal development, educational experience and future aspirations. At Lanesfield we have 3 adults who come and support highlighted children through reading and engagement approach. This involves 1:1 work with children reading, playing games and talking through the session.</p> <p>Prevention to exclude</p>	<p>Teachers and learning support work to identify children for support using the behaviour records, daily self registration charts and specialist teacher support team to identify who requires this support.</p>	ZR / SA	
Total budgeted cost					£25,435

Additional budget support by school		Overall budget cost of Pupil premium	£127,410
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2. Review of expenditure				
Previous Academic Year				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school targets.				
I. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteris? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Teaching profile highlights consistently good teaching over time 90% good or better.	DHT use of support time for NQT's.			
Teaching profile highlights consistently good teaching over time 90% good or better. £12,500	DHT support NTL and			

To develop the curriculum with a clear level of progression and development using the Chris Quigley milestones £2,485	Curriculum development CPD CPD training focussed on curriculum development and use of Chris Quigley milestones			
Implement 1:1 Ipads throughout key stage 2 starting from September £12,000	Develop the use of ICT within the curriculum by using 1:1 Ipads			
II. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteris? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved reading outcomes for the lowest attaining year 1 pupils. Cost £30,000 80% of salary Cost of annual training £1140.00	Reading recovery teacher to work in year 1. Reading Recovery is a literacy programme designed for the lowest achieving children aged around six that enables them to reach age-expected levels within 20 weeks. It involves a short series of daily one-to-one lessons for 30 minutes with a specially trained teacher.			

<p>To create a phased approach to reading intervention so that each phase has the capacity to support under achieving pupils. As a direct result progress will be accelerated and 1:1 reading opportunities increased.</p> <p>Cost £27,850</p>	<p>BRP reading intervention</p> <p>Three learning support staff to delivery BRP intention program</p>			
<p>Improve the communication and language development for nursery and reception children so that we reach national results.</p> <p>£14,000</p>	<p>Additional learning support in EYFS</p> <p>To reduce the staff ration for nursery children from 1:13 to 1:10 and support additional opportunities for communication and language.</p>			
<p>Develop a love of reading and an engagement with books. Enhanced self-esteem and personal development.</p> <p>£2,000</p>	<p>Beanstalk to achieve to continue to work with 3 adults</p>			
III. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Increased participation in wider opportunities including off-site visits and afterschool clubs £5,000	School currently lease own two minibuses so that off-site visit costs are minimum			
All pupils will access offsite visits - Specific funding used to reduce the cost of school trips for pupil premium. £6,000	All school visits are subsidised but in 2019-2020 school introduced a two-tiered approach so that children who qualify for PP will have a further reduction.			
Increased attendance for the disadvantaged pupils. So that overall attendance at Lanesfield meets national expectations. £4500	Purchase a high quality attendance support officer to carry out home visits, monitor patterns and work alongside the DHT to lower the amount of Disadvantaged pupils who are classed as persistent absentees			
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<p>Pupils have the opportunity to develop leadership skills through Curriculum enrichment opportunities.</p> <p>£3,435</p>	<p>To purchase the wider learning 'Gold' package.</p> <ul style="list-style-type: none"> Year 4 Wise-up program <p>This is a whole class program for pupils to learn about keeping themselves safe, they learn about safe and positive relationships, who trusted adults are and how to discuss feelings and emotions.</p> <ul style="list-style-type: none"> Year 4 Digital ambassadors <p>Initial one day training sessions for 12 pupils focussing on online safety, this is developed further through 2 further training days throughout the year.</p> <ul style="list-style-type: none"> Year 5 steps program <p>An intensive 2-day peer support and peer mentor programme for 12 pupils. It safely supports the pupils to support peers and develop roles and responsibilities.</p> <ul style="list-style-type: none"> Year 6 Xplore program <p>Xplore is a practical programme to develop activity leadership skills combined with an introduction to resilience, mentoring and mediation skills. Closely linked to PE agenda. This supports the training of our sports leaders.</p>			
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<p>To ensure all children have the uniform and PE kit they need to feel belonging to Lanesfield</p> <p>£500.00</p>	<p>Where needed school will support pupils with uniform and P.E kit to ensure lessons are not missed. Use donated and lost property stock also.</p>			
<p>To ensure all pupils have the opportunity of arriving at school prior to school start at 8:40 and have breakfast, meet with friends and engage with school.</p> <p>Support parents to return to the workforce.</p> <p>£3,000</p>	<p>As a school we run a free 'toast' club where children can come into school prior to the school day at 8.15am, to meet friends, have breakfast and get ready for the school day.</p>			
<p>To offer bespoke counselling support for pupils returning to school as and when needed.</p> <p>Cost as available but will be based on needs in school</p>	<p>To be able to offer in school counselling & therapy services</p> <ul style="list-style-type: none"> - internet/social media awareness workshops - parental support programmes <p>This area has not been costed by is one we have used in the past and with the impact of covid may be one we need to consider for next term</p>			

This is the second year we will have used this model of support and initial monitoring outcomes highlighted working in this way ensured rapid progress and impact from NQTs in school

DRAFT